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**THE EFFECT OF USING STORY FEATURE CARD ON
STUDENTS' READING COMPREHENSION OF NARRATIVE
TEXT AT JUNIOR HIGH SCHOOL 2 SEBERIDA.**



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PEKANBARU
1442 H/ 2021 M**

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A Thesis

Submitted to Fulfill One of the Requirements
for Undergraduate Degree in English Education
(S.Pd)



By

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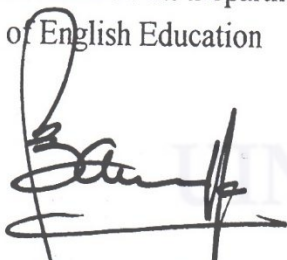
SUPERVISOR APPROVAL

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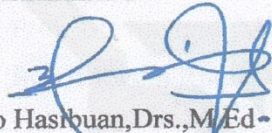
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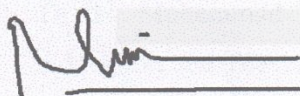
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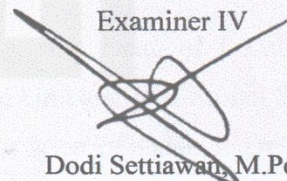
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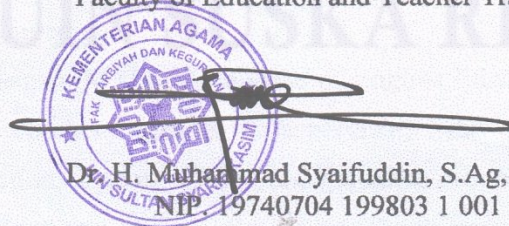
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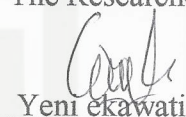
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ABSTRACT

Yeni Ekawati, (2019): The Effect of Using Story Feature Card on Students' Reading Comprehension of Narrative text At Junior High School 2 Seberida.

Based on the preliminary research, it was found that some of the students are not able to comprehend narrative text; the students' reading comprehension is still very far from the expectations of the curriculum. The main focus of this research was to find out whether there was a significant effect of using Story Feature Card on Students' Reading Comprehension of Narrative text At Junior High School 2 Seberida. The writer formulated the problems that would be answered by using the quantitative research. This research had two variables Using Story Feature Card as an independent variable and students' reading comprehension as a dependent variable. The type of research was a Quasi-experimental research. The subject of this research was the eight grade at State Junior High School 2 Seberida. The researcher took two classes: experimental and control class. There were 71 students as sample from 178 eight grade students at State Junior High School 2 Seberida. In collecting the data, the researcher used multiple choice test. In analyzing the data, the researcher used an independent t-test formula by using SPSS 23 version. Based on the analysis of T-test Formula, H_0 is accepted because the sig. value is $0.000 < 0.05$. Then, the effect size was 0.21. The researcher concluded that there is significant effect of using Story Feature Card on Students' Reading Comprehension of Narrative text At Junior High School 2 Seberida.

Key words: *Effect, Story Feature Card, Reading Comprehension.*

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ABSTRAK

Yeni Ekawati, (2019): Pengaruh Menggunakan Fitur Story Card terhadap Pemahaman Membaca Siswa pada Teks Narasi Di SMP Negeri 2 Seberida.

Berdasarkan penelitian awal, ditemukan bahwa beberapa siswa tidak mampu memahami teks naratif; pemahaman bacaan siswa masih sangat jauh dari harapan kurikulum. Fokus utama dari penelitian ini adalah untuk mengetahui apakah ada pengaruh yang signifikan antara menggunakan dan tanpa menggunakan Story Feature Card pada pemahaman membaca siswa dalam teks naratif di SMP Negeri 2 Seberida. Penulis merumuskan masalah yang akan dijawab dengan menggunakan penelitian kuantitatif. Penelitian ini memiliki dua variabel Menggunakan Story Feature Card sebagai variabel independen dan pemahaman membaca siswa sebagai variabel dependen. Jenis penelitian adalah penelitian kuasi-eksperimental. Subyek penelitian ini adalah siswa kelas delapan di SMP Negeri 2 Seberida. Peneliti mengambil dua kelas: kelas eksperimen dan kelas kontrol. Ada 71 siswa sebagai sampel dari 178 siswa kelas delapan di SMP Negeri 2 Seberida. Dalam mengumpulkan data, peneliti menggunakan tes pilihan ganda. Dalam menganalisis data, peneliti menggunakan rumus t-test independen dengan menggunakan versi SPSS 23. Berdasarkan analisis Formula T-test, Ha diterima karena sig. nilainya adalah $0,000 < 0,05$. Kemudian, ukuran efeknya adalah 0,21. Peneliti menyimpulkan bahwa ada pengaruh yang signifikan menggunakan Story Feature Card pada teks Reading Comprehension of Narrative siswa di SMP Negeri 2 Seberida.

Kata kunci: *Efek, Story Feature Card, Pemahaman membaca.*

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ملخص

بيني إيكواتي، (٢٠١٩): تأثير استخدام ميزة بطاقة القصة على فهم القراءة لدى التلاميذ في النصوص السردية بمدرسة المتوسطة الحكومية

٢ سييردا

بناءً على الدراسة التمهيديّة، وجد أن بعض التلاميذ لم يتمكنوا من فهم النصوص السردية؛ لا يزال فهم القراءة لدى التلاميذ بعيداً عن توقعات المناهج. ينصب التركيز الرئيسي لهذا البحث على معرفة هل يوجد تأثير كبير بين استخدام ميزة بطاقة القصة وفهم القراءة لدى التلاميذ في النصوص السردية بمدرسة المتوسطة الحكومية ٢ سييردا. تسبب الباحثة المشكلة التي يجب الإجابة عليها باستخدام البحث الكمي. يتكون هذا البحث من متغيرين باستخدام ميزة بطاقة القصة كالمغير المستقل وفهم قراءة التلاميذ كالمغير غير المستقل. نوع هذا البحث هو بحث شبه تجريبي. وموضوعه تلاميذ الصف الثامن بمدرسة المتوسطة الحكومية ٢ سييردا. أخذت الباحثة صفين: الصف التجريبي والصف الضبطي. كان هناك ٧١ تلميذاً في عينة من ١٧٨ تلميذاً في الصف الثامن بمدرسة المتوسطة الحكومية ٢ سييردا. في جمع البيانات، استخدمت الباحثة اختبار الاختيار المتعدد. في تحليل البيانات، استخدمت الباحثة رموز اختبار t مستقلة باستخدام إصدار البرنامج الإحصائي للعلوم الاجتماعية ٢٣. بناءً على تحليل اختبار t، الفرضية البديلة مقبولة بسبب سي.ج. النتيجة هي $0.000 < 0.05$. ثم، فإن حجم التأثير هو ٠.٢١. وخلصت الباحثة إلى أنه يوجد تأثير كبير باستخدام ميزة بطاقة القصة على فهم القراءة لدى التلاميذ في النصوص السردية بمدرسة المتوسطة الحكومية ٢ سييردا.



الكلمات الأساسية: التأثير، ميزة بطاقة القصة، فهم القراءة.

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CHAPTER I

INTRODUCTION

A. Background of the Problem

Reading is one of the language skills that should be mastered well by students because reading is an essential factor that influences the activity in communication. In addition, reading is as an important activity, so that people say that reading is the window of the world. Reading is an interactive activity to catch and to understand the meaning in the text. According to Nunan (2003), reading is a fluent process of readers combining information of a text and their own background knowledge to build meaning.

In accordance with the statement above, Moreillon (2007) point out that “reading is not simple. Reading is an active process that requires a great deal of practice and skill”. So we can say reading is not an easy job, because in reading process the reader not only reads the words, sentences, paragraphs, and texts but also they should comprehend what the content of reading materials.

Some students think that to comprehend reading is very difficult because there are many aspects should be considered. Activation of background knowledge becomes an important thing in reading process; it makes the readers become active. Because it is very important in reading, it is supported by McNamara (2007) “For some readers, comprehension is always challenging. They may understand each word separately, but linking them together into meaningful ideas often doesn’t happen as it should”.



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Junior high school 2 Seberida is one of the schools that also using 2013 Curriculum in the process of teaching and learning English. This school provides the English lesson twice a week. The teaching and learning process for one meeting is about 2 hours. The duration for one hour is about 40 minutes. So, English taught about 160 minutes in a week. Based on 2013 Curriculum, the Minimum Criteria Achievement (MCA) of students in Reading skill is 70. To pass the Minimum Criteria Achievement (MCA), the students need qualified in some achievement. They are : Analyzing social function, text structure, and language feature in narrative text in the form of fables in accordance with the context it use.

(2) Grasping the meaning of spoken and written narrative text in the form of short and simple fables, by paying attention to social function, text structure, and language feature, which is credible and appropriate with the context. Furthermore, the students should fulfill some indicators related the achievement, such as: Students are able to identify the generic structure of written text about narrative text in the form of short and simple text. Students are able to identify the language features of written text about narrative text in the form of short and simple text.

Based on the preliminary research by doing observation at the second grade of Junior High School 2 Seberida, the teacher has taught the genre of the text available in students' textbook. Besides, the teacher introduces the genre and explains the kinds, purpose, and characteristics of the text. After the teacher explains it, the teacher divide the students become groups. One of the students on the group will retell the material that the students get from their teacher. Then, the other students listen their friend explanation, make a note



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and report as a result. The teacher also asks students to answer the questions based on the text. At the end of the class, the teacher gives reading quiz and the writer found that some of the students did not pass the passing grade (70).

From the description above, ideally the students at the second grade Junior High School 2 Seberida should be able to understand the narrative text well. However, the reality has shown that some of the students are not able to comprehend narrative text; the students' reading comprehension is still very far from the expectations of the curriculum. This problem is seen from the phenomena as follows:

1. Some of the students were not able to identify specific information of texts.
2. Some of the students were not able to identify generic structure of texts.
3. Some of the students were not able to identify language features of texts.
4. Some of the students were not able to identify meaning of words of texts.
5. Some of the students were not able to identify communicative purpose of texts.

Based on the phenomena can be seen from student's score in reading class. They are only 9 students got score above the passing grade and the rest got below the passing grade. It's means that only 9 students passed the reading and the rest are not.

Based on the phenomena above, the writer assumes that some of students at the second grade of Junior High School 2 Seberida still have difficulties in reading comprehension because of the in appropriate teaching media. In order to improve students' reading comprehension on narrative text,



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the writer would like to apply a media might help the students in reading comprehension namely story feature cards. Story feature cards through the use of this fun, game like activity this ability leads to increased comprehension.

According to Wiesendanger (2001), story feature cards is a reading media that help students in developing the ability to identify and understand key parts of stories. So, using story feature cards is a media that makes students more understand to comprehend the text that teachers show up and will give them opportunity to increase their reading skill, and this media can develop reading comprehension in narrative text. This media is used to make students activate their critical thinking and force them to use their prior knowledge in making connection between what they have been known and they have been done with they want to know or need.

Therefore, the writer is interested in carrying out the research entitled: **The Effect of Using Story Feature Card on Students' Reading Comprehension of Narrative Text at Junior High School 2 Seberida.**

B. The Definition of the Term

In order to avoid misinterpretation about the title and the content of this research, it is better to define the key terms are used in this research as follows:

1. The effect

The effect is a result or condition produced by a cause something that happen when one thing acts and another. According to Richards & Schmidt, (2010) effect is measure of the strength of one variable's effect

on another or the relationship between two or more variables. In this research, the effect means the influence of using the Story Feature card on students' Reading comprehension of narrative text at the second-grade students of junior high school 2 Seberida.

2. Story Feature card

According to Wiescendanger (2001) Story feature card is a game that provides opportunities for student to learn about the key feature of stories and their interconnections will emphasize story content.

3. Reading Comprehension

According to McNamara (2007) comprehension refers to the ability to go beyond the words, to understand the ideas and the relationships between ideas conveyed in a text.

C. The Problem

1. The Identification of the Problem

Based on the background of the problem mentioned above and supported by the phenomena, it is clear that there are some of students who encounter problems in English especially in reading. Thus, the problems in this research are identified as follows:

- a. Why are some of students are not able to identify specific information of texts?
- b. Why are some of the students are not able to identify generic structure of texts?





- c. Why are some of students are not able to identify language features of texts?
- d. Why are some of students are not able to identify meaning of words of texts?
- e. Why are some of students are not able to identify communicative purpose of texts?

2. The limitation of the Problem

Based on identification of the problems above, it is clear thus, the problems of this research will focus on students' reading comprehension. In order to avoid misunderstanding in this research, the writer will limit this research on students' reading comprehension of narrative text supported by using Story feature cards.

3. The Formulation of the Problem

The problem of this research can be formulated in the following research questions:

- a. How is the students' reading comprehension on narrative text taught without using Story Feature Card at the second grade of Junior High School 2 Seberida?
- b. How is the students' reading comprehension on narrative text taught by using Story Feature Card at the second grade of Junior High School 2 Seberida?

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- c. Is there any significant effect of using Story Feature Card on students' reading comprehension of narrative text at the second-grade of Junior High School 2 Seberida?

D. The Objectives and the Significance of the Research

1. The Objectives of the Research

In relation to the problem mentioned above, the writer states the objective of the study as follows:

- a. To find out the students' reading comprehension on narrative text taught without using Feature Card at the second grade of Junior High School 2 Seberida.
- b. To find out the students' reading comprehension on narrative text taught by using Feature Card at the second grade of Junior High School 2 Seberida.
- c. To find out whether there is any significant effect between students' reading comprehension on narrative text by using and without using Feature Card at the second grade of Junior High School 2 Seberida.

2. The Significance of the Research

- a. To give some information to the teacher and the school about the effect of story feature cards toward student's reading comprehension
- b. To help the students to improve student's reading comprehension by using story feature cards.
- c. To accomplish the task as the last requirement of the study at Tarbiyah Faculty.

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CHAPTER II

REVIEW OF THE RELATED LITERATURE

A. Theoretical Framework

1. The Nature of Reading

Reading is an interactive process between the reader and the writer of texts to get information include in texts by comprehending it. Reading is not only the process in which the reader reads the words, sentences or the text but also by reading the reader intends to get something. Moreillon (2007) also stated that reading is making meaning from print and from visual information. But reading is not simple. Reading is an active process that requires a great deal of practice and skill.

According to Hornby (1999, p. 235) comprehension means and excessive aimed at improving or testing one's understands of a language whether written or spoken. In line with the statement above, Cornoldi (as cited in Rathvon, 2004, p. 156) comprehension is the ability to derive meaning from text, is the ultimate goal of reading, and good reading comprehension is the most critical element in school. This statement supported by Perfitti in McKeown et, al. (2010, p. 293) comprehension is obviously dependent on knowing the meaning of words being read. Besides that, comprehension has the same meaning with understanding. It can be explained that comprehension is capacity to grasp meaning in a text and also the writer's idea. It is not guarantee that students have known the

meaning of the words, they can comprehend the text. Therefore, readers should have more concentration in reading activity in order to get better understanding.

In addition, Brooks et al (1977) in Burnes (1985, p. 47) point out that comprehension is not separate skill but involves the relationship of the student's knowledge and organization of that knowledge as it relates suggested by Piaget, a process involving combination of information onto student's existing knowledge. Therefore, the student's prior knowledge is important in comprehending a reading text. Moreover, efficient comprehension requires the ability to relate the textual material to one's own knowledge. Comprehending a text is an interactive process between the reader's background knowledge and the text. Comprehending words, sentences, and entire texts involves more than just relying on one's linguistic knowledge. As quoted from Anderson et al (1977) in Carrel (1996, p. 76) every act of comprehension involve one's knowledge of the world as well.

According to Linse (2005) reading is set of a skill that involves making sense and deriving meaning from the printed word. Reading is an important activity to get knowledge from written text. A reader does reading is to get the knowledge and new information in the text. Then, reading is an interactive process that goes between the reader and text resulting in comprehension. It means a reader not only reads a text, but also comprehends what the text is about. As one of the language skills,



reading also plays an important role because reading has become a part of our daily life. Through reading various printed material such as newspaper, magazine, fiction, and nonfiction books, we are able to gain a lot of knowledge information and problem solution. Brown (2004) also explains that there are four types reading performance:

a. Perceptive

Perceptive reading task involve attending to the components of larger stretches of discourse: letters, words and punctuation and other graphemic symbols.

b. Selective

Reading recognition lexical, grammatical or discourse feature of language within a very short stretch of languages, certain typical are used: picture, multiple choices, matching, true/false. Stimuli include sentence, brief paragraph, simple charts and graphs.

c. Interactive

Include among interactive reading types are stretches of language of several paragraphs to one page or more in which the reader must, in a psycholinguistic sense, interact with the text. This type of reading is suitable for the students of senior high school levels.

d. Extensive

This type applies to texts of more than a page, up to and including professional articles, essays, technical report, short story and books.



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Based on explanation above, the writer concludes that reading is a process to convey the message or information. By reading, the readers will know what they read and be challenged to response the ideas of the author.

2. The Nature of Reading Comprehension

According to Klingner, et.al (2007), reading comprehension is a multi-component, highly complex process that involves many interactions between readers and what they bring to the text (prior knowledge) related to the text itself. Snow (2002) also defined reading comprehension as the process of simultaneously extracting and constructing meaning through interaction and involvement with written language which consists of three elements: the reader, the text, and the activity or purpose for reading. It means that reading comprehension is not a simple process. In reading comprehension, readers need their prior knowledge about text they read to build their comprehension.

Patel & Jain (2008) also added that reading comprehension involves understanding the meaning of context, vocabulary, grammatical structure and concepts. Thus, in reading comprehension readers need to understand about components include in the texts. Reading comprehension also can be differed by its purpose. According to Richards & Schmidt (2010) there are four types of reading comprehension based on its purpose:

- a. Literal comprehension: reading in order to understand, remember, or recall the information explicitly contained in a passage.



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- b. Inferential comprehension: reading in order to find information which is not explicitly stated in a passage, using the reader's experience and intuition, and by inferring.
- c. Critical or evaluate comprehension: reading in order to compare information in a passage with the reader's own knowledge and values.
- d. Appreciative comprehension: reading in order to gain an emotional or other kind of valued response from a passage.

Regarding the definition of reading comprehension above, the writer concludes that reading comprehension is a complex process in term of constructing the meaning in purposes to know what texts talk about. When readers read, they will make a connection between their background knowledge and the new information from the text. In comprehending texts, readers also need to understand about meaning of context, vocabulary, grammatical structure and concept of texts. So that the readers can have good reading comprehension.

3. The Factors that Influence Reading Comprehension

The various factors may influence reading comprehension. ESRC (2006) point out that "good reading comprehension involves reading the words on the page, accessing their meanings, computing the sense of each sentence and much else as well".

Subsequently, Watson et.al, (2012) explains the factors essential to reading comprehension, there are:

- a. Working Memory capacity and other executive processes

- b. Prior knowledge
- c. Motivation
- d. Vocabulary
- e. Text coherence
- f. Text structure

In addition, Duke and Pearson (2001) point out that many factors affect a child's ability to comprehend text. These include

- a. Motivation/purpose/goals/engagement
- b. Vocabulary/word knowledge/background knowledge
- c. Automaticity of decoding
- d. Fluent reading
- e. Understanding and use of strategies employed by effective readers
- f. The nature of the text itself (difficulty and interest)
- g. The type or genre of text (e.g., fiction, nonfiction, poetry)
- h. The amount of reading done

Dealing with some theoretical definitions above, it can be concluded that there are so many factors that can influence reading comprehension. Therefore, reading comprehension could be more effective and running well as long as we focus on that factor.

4. Reading Comprehension of Narrative Text

In this study, the writer focused on students' reading comprehension of narrative text. According to Richards & Schmidt (2010) narrative is written or oral account of a real or fictional story. Richards & Schmidt also



mentioned that the purpose of narrative is to tell a story or to entertain. Thus, narrative text is a text which tell a real or fictional story to entertain readers.

There are some aspects in narrative text that should be known by readers. In term of generic structure of narrative text can be analyzed as follows:

a. Orientation

In term of orientation, this stage sets the scene and introduces the participants involved of the story such as characters, time and place. Hence, orientation provides the introduction of the characters, time and place involved of a story.

b. Complication

Complication refers to the problem appeared and developed in a story.

c. Resolution

In term of resolution, it refers to the problem or the complication is resolved or attempted to be clear. In other words, the characters find out the solution of the problem happened.

Example of generic structure of narrative text

Two Goats

Over a river there was a very narrow bridge. One day a goat was crossing this bridge. (Orientation) *Just at the middle of the bridge he met another goat. There was no room for them to pass.*

"Go back," said one goat to the other, "there is no room for both of us". "Why should I go back?", said the other goat. "Why should not you go back?"

"You must go back", said the first goat, "because I am stronger than you." "You are not stronger than I", said the second goat. "We will see about that", said the first goat, and he put down his horns to fight. (Complication) "Stop!", said the second goat. "If we fight, we shall both fall into the river and be drowned. Instead I have a plan- I shall lie down, and you may walk over me."

Then the wise goat lay down on the bridge, and the other goat walked lightly over him. So they passed each other, and went on their ways. (Resolution)

Language features of narrative text:

- Using past tense (met, said, walked)
- Using adverb of time (one day)
- Using action verb (walked)
- Using specific characters (wise goat)

5. The Nature of Story Feature Cards

The teacher needs to apply the appropriate media to ease the students in comprehending the text. In this case the writer suggests a reading comprehension to make students understand about the text. The name of this media is Story feature cards.

According to Wiesendanger (2001), story feature cards is a reading that help students in developing the ability to identify and understand key parts of stories. So, using story feature cards is a media that makes students more understand to comprehend the text that teachers show up and will

give them opportunity to increase their reading skill, and this media can develop reading comprehension in narrative text. This media has a function to identify and understand an important part of the story in understanding, and the use of this media is the same as retelling but it has different name. As a comprehension strategy, "retelling encourages readers to attend to the meaning of the text; reinforces elements of story structure, such as character, setting, and plot; requires readers to distinguish between key ideas and supporting details; encourages communication and oral language development" (Rog, 2003).

Through participation in storytelling experiences, students learn to build a sense of story by anticipating features of the genre, including how a story may begin and end (Craig et al, 2001). The development of a sense of story allows students to make better predictions, to anticipate what is next, to increase awareness of cause and effect, sequence events, and develop other skills that aid comprehension. Storytelling further assists in the development of a sense of story by incorporating the use of essential story elements. These elements include point of view, plot, style, characters, setting, and theme (Haven & Ducey, 2007). Comprehension, critical listening, and thinking skills are also developed by combining storytelling with questioning, imagery, inferencing, and retelling (Craig et al., 2001).

And story feature card is a game story card to know character, setting, and plot in story. According Ersoz (2000), Games are highly motivating because they are amusing and interesting. They can be used to



give practice in all language skills and be used to practice many types of communication.

The procedures to use this media is as follows:

1. Begin by leading a discussion about basic story features. First, discuss basic story features such as the setting, characters, problem and solution, and cause and effect.
2. Divide students into groups of six to eight students. Give each group a color-coded card from one of four story feature cards stacks: character, setting, problem, solutions. Have each group focus on one story feature, and write down on the color-coded cards as many examples of the story feature possible. For example, the group may have five red cards, each one containing a separate a characteristic name or several blue cards with a different setting on each.
3. Have several stacks of color-coded cards, each containing cards that represent a separate story feature.
4. Instruct students (players) to take turns discarding and drawing cards. The students explain how the story feature cards are connected as they select new cards. The players must link the remaining cards. You may need to model this procedure the first few times you use this strategy.

This media will help students in order to improve their reading comprehension.

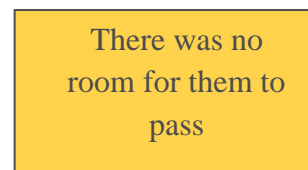


Example of Story feature cards story “Two Goats”

Character Cards Are Red



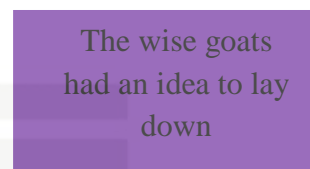
Problem Cards Are Orange



Setting Cards Are Blue



Solution Cards Are Purple



B. Relevant Research

Relevant research requires some previous researches by other researchers in which they are relevant to this research. According to Syafi'i (2015) reviewing the relevant research is intended to avoid “plagiarism” toward the designs and the findings of the previous researches. The relevant research of this research project is:

1. In 2016, Fitriya Rahmawati conducted a research entitled “Using Picture-Stories to Improve the Students’ Reading Comprehension”. In this research, she found that the use of picture-stories of narrative text was able to improve the students’ reading comprehension skills that cover reading to find main idea, reading to select significant details, reading to find the vocabulary, reading to note details and reading for inference. It means that the use of picture-stories in teaching reading comprehension can enhance the students’ reading comprehension skills.

2. In 2016, Norma Ita Scholichah conducted a research entitled “The Effect of Story Mapping on Reading Comprehension.” In this research, she found that the students’ taught by the story mapping strategy is significantly better than those taught by the conventional strategy. Thus, the students taught by the story mapping strategy are better in capturing and organizing the main gist and aiding comprehension of written passages. The role of story mapping can cover the needs of those reading skills. The story mapping provided the students with framework in which they can put the ideas in. The story mapping leads the students to the concepts. Therefore, the story mapping after reading the texts, the students can easily recall the message of the text when it comes to the comprehension exercises, the students can look at the story mapping containing the keywords of the texts and its description.

Based on some researches above, the use of some media can increase students’ reading comprehension. The writer assumed that the use of story feature card in teaching reading was an effective way to increase students’ reading comprehension. Thus, this research was different from the previous research in term of the object of the research. This research was conducted to know the effect of using story feature card.

C. Operational Concept

Operational concept is a concept as guidance used to avoid misunderstanding. It is necessary to clarify briefly the variable used in this research. There are two variables in this research, they are Independent





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variable or X variable in which in this research is the effect of Story Feature Cards. And the other is dependent variable or Y variable of this research is the students' reading comprehension of narrative text. The procedures to use this media is as follows (X variable):

1. Teacher discuss basic story features such as the setting, characters, problem and solution, and cause and effect.
2. Teacher divide students into groups of six to eight students. Give each group a color-coded card from one of four story feature cards stacks: character, setting, problem, solutions. Each group focus on one story and write down on the color-coded cards as many examples of the story feature possible.
3. Teacher has several stacks of color-coded cards, each containing cards that represent a separate story feature.
4. Teacher instruct students (players) to take turns discarding and drawing cards. The students explain how the story feature cards are connected as they select new cards. The players must link the remaining cards.

Then indicators for students' reading comprehension (Variable Y) based on the syllabus are as follows:

1. Students ability to identify specific information of texts.
2. Students ability to identify generic structure of texts.
3. Students ability to identify language features of texts.
4. Students ability to identify meaning of words of texts.
5. Students ability to identify communicative purpose of texts.



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D. Assumption and Hypotheses

1. Assumption

In this research, the writer assumes that there is significant effect of using story feature cards on student's reading comprehension of narrative text at Junior High School 2 Seberida.

2. Hypotheses

Based on the assumption above, hypothesis for this study can be formulated as follows:

a. Hypothesis 1

Ho: There is no significant effect of using story feature cards on students' post-test score of experimental class and control class

Ha: There is significant effect of using story feature cards on students' post-test score of experimental class and control class

b. Hypothesis 2

Ho: There is no significant effect of using story feature cards on students' pre-test score of experimental class and control class

Ha: There is significant effect of using story feature cards on students' pre-test score of experimental class and control class

c. Hypothesis 3

Ho: There is no significant effect on students' pre-test and post-test score of experimental class

Ha: There is significant effect on students' pre-test and post-test score of experimental class

d. Hypothesis 4

Ho: There is no significant effect on students' pre-test and post-test score of control class

Ha: There is significant effect on students' pre-test and post-test score of control class



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CHAPTER III

THE RESEARCH METHOD

A. The Research Design

This research was an experimental research. According Gay et.al., (2012), experimental research is the only type of the research that can test hypotheses to establish cause-effect relationship. In this research, the writer proposed to test whether there was an effect of using Story Featured Cards on students' reading comprehension of narrative texts. The writer used quasi experimental design, the design of pre-test and post-test which used two groups as sample.

This research consisted of two variables, they are: independent variable (variable x) refers to Story Feature Cards and dependent variable (variable y) refers to students' reading comprehension of narrative text. In conducting this research, the writer used two classes; experimental and control class. The experimental class was taught by using Story Feature Cards the control class was not taught by using Story Feature Cards. Both of the classes took pretest and posttest and only the experimental class got the treatment. The research was carried out of sixth meetings for each class, so the total meetings both classes are 12 meetings. The research design can be drawn as in the following:



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Table III.1
The Figure of the Research Design

Group	Pre-test	Treatment	Post-test
E	T1	√	T1
C	T2	-	T2

Where:

E = Experimental Group

C = Control Group

√ = Treatment of experimental group by using Story Feature cards

T1= Pre test for both experimental group and control group

T2= Post test for both experimental group and control group

B. The Time and the Location of the Research

This research was conducted at the eight-grade students of Junior High School 2 Seberida, in 2017/2018 of academic year. This research was conducted from January up to April 2018.

C. The Subject and The Object of The Research

The subject of this research was the eight-grade students of Junior High School 2 Seberida, while the object of this research is the effect of using Story Feature Cards on students' reading comprehension of narrative text at Junior High School 2 Seberida.

D. The Population and The Sample of The Research

1. Population of the Research

The population of this research was the eight grade students of Junior High School 2 Seberida in 2017/2018 academic year. It has 5



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classes. The total number of population are 178 students. The specification of population can be seen on the table III.2 below:

Table III.2
The Population of the Second grade Students
of Junior High School 2 Seberida

No	Class	Number of Student
1	VIII a	37
2	VIII b	36
3	VIII c	35
4	VIII d	36
5	VIII e	34
TOTAL		178

2. Sample of the Research

Based on the total population above, the researcher took sample by using cluster sampling. According to Gay et al., (2012) cluster sampling randomly selects groups, not individuals. Therefore, the researcher selected two groups of students as sample in this research. In selecting the sample, the researcher made roll of papers consist of class VIII. A until VIII. E. Then, the writer took 2 roll of papers and the selected papers were VIII. a as experimental class and VIII. D as control class. The data can be seen in the table 1 as follows:

Table III.3
The Sample of the Research

No	Class	Number of Student
1	VIII a	37
2	VIII e	34
TOTAL		71

E. The Technique of Collecting Data

Collecting data is the most important one in research in order to support the research. In this research, the writer uses test in collecting the data. The



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test is used to determine the students' reading comprehension. The type of the test is multiple choices that consisted twenty items both pre-test and post-test. The blue print of the test can be seen in the Appendix. According to Harmer (2000), multiple choice is one of indirect tests that is commonly used.

Table III.4
Blue Print of Reading Comprehension

Question Indicators	Number of Items	Question Number in Try Out	Question Number in Pre-Test	Question Number in Post-Test
Identify specific information of texts.	4	1,6,11,16	1,6,11,16	1,6,11,16
Identify generic structures of texts.	4	2,7,12,17	2,7,12,17	2,7,12,17
Identify language features of texts.	4	3,8,13,18	3,8,13,18	3,8,13,18
Identify meaning of words	4	4,9,14,19	4,9,14,19	4,9,14,19
Identify communicative purpose of texts	4	5,10,15,20	5,10,15,20	5,10,15,20
Total	20			

The test was given to the experimental class and the control class in order to know the effect of using Story Feature Cards on the students' reading comprehension of Narrative text at the second grade of Junior High School 2 Seberida.

After the students did the test, the researcher took the total score from the result of the reading comprehension test. Arikunto (2007) points out that the classification of the students' score will be shown below.



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Table III.5
The Classification of Students' Score

Score	Categories
80-100	Very good
66-79	Good
56-65	Enough
40-55	Less
30-39	Fail

F. The Validity and Reliability of the Test

1. Validity

Before carrying out a test, it is necessary to know the validity of instrument. According to Hughes (2003), a test is said to be valid if it measures accurately what it is intended to measure. It means that a test is valid if it really measures what we actually want to be measured.

In this research, the researcher measured the students' reading comprehension. Therefore, to measure the validity of test, the researcher used content validity. Muijs (2004) also added content validity refers to whether or not the content of the manifest variables (e.g. items of a test or questions of a questionnaire) is right to measure the latent concept (self-esteem, achievement, attitudes, etc.) that we are trying to measure.

Finally, the researcher determined the validity by referring to the material that was given to the students based on the students' text book. In other words, the test given to the students was based on the material that they had learned. To find out the validity of test, researcher calculated it by using SPSS 23 version. The standard value of validity is $r_{\text{item}} > r_{\text{table}}$. Based

on the try out result, it was determined that all of the items were valid. The result of try out is as follows:

Table III.6
The Item Validity of Try Out

Item Number	r-item	r-table	Result
1	0.36	0.33	Valid
2	0.36	0.33	Valid
3	0.41	0.33	Valid
4	0.41	0.33	Valid
5	0.38	0.33	Valid
6	0.41	0.33	Valid
7	0.36	0.33	Valid
8	0.39	0.33	Valid
9	0.37	0.33	Valid
10	0.35	0.33	Valid
11	0.41	0.33	Valid
12	0.41	0.33	Valid
13	0.41	0.33	Valid
14	0.35	0.33	Valid
15	0.41	0.33	Valid
16	0.34	0.33	Valid
17	0.37	0.33	Valid
18	0.41	0.33	Valid
19	0.36	0.33	Valid
20	0.41	0.33	Valid

2. Reliability

Reliability refers to a situation when giving the same tests for the same students in different occasions. Brown (2003, p. 23) stated that the reliable test is the consistent and dependable test. The consistent thing refers to score whereas the dependable thing refers to the condition of the student, temperature and condition. It means that when giving the same test to the same students and condition.



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As mentioned by Arikunto (2009, p. 222) the reliability for good classroom achievement tests are expected to exceed 0,0 and close 1,00. He stated that reliability of test is considered as follows:

0,0 – 0,20	: reliability is poor
0,21 – 0,40	: reliability is satisfactory
0,41 – 0,70	: reliability is good
0,71 – 1,0	: reliability is excellent

In this research, the writer use SPSS 23 version to calculate the reliability of test. The following steps were how to get the result data based on SPSS 23 for windows- statistical software:

1. Open the students test result
2. From the menu SPSS, click *analyze* and then click sub menu *scale*
3. From the menu click your variables, and press the narrow button
4. From statistical, click item and *scale*, at summaries; click *means* and click, then click *ok* to end this process and you will see the output data of SPSS automatically.

The result of calculation of reliability can be seen in the table as follows:

Table III.7
Reliability Statistics

Cronbach's Alpha	N of Items
.760	20

The reliability of test was 0.760. It is categorized into reliable level.



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G. The Technique of Data Analysis

This research will be used independent sample t-test because this research will compare the result of test between pre-test and post-test from control class and experiment class. According to Gay and Airasian (2000, p. 512), t-test is one of the statistics tests used to determine whether two means are significantly different at a selected probability level. The data will analyze with independent sample t-test and will be calculated by using SPSS 23 version.

To identify the level of significant difference of using Story Featured Cards on students' reading comprehension of narrative text at SMP N 2 Seberida, it will be calculated by using eta squared formula:

$$\text{Eta Squared} = \frac{t^2}{t^2 + (N1 + N2 - 2)}$$

Where: t^2 : value of the table
 N1: number of students of first group
 N2: number of students of second group

The writer conclude that:

1. H_a is accepted if the value in the **Sig. (2-tailed)** column is *equal or less* than 0.05 (e.g. 0.03, 0.01, 0.001). It means that there is a significant difference of students' reading comprehension of narrative text between those who are taught by using Story Featured Cards and those who are taught without using Story Featured Cards at Junior High School 2 Seberida.

2. H_0 is accepted if the value is *above* 0.05 (e.g. 0.06, 0.10). It means that there is no significant difference of students' reading comprehension of narrative text between those who are taught by using Story Featured Cards and those who are taught without using Story Featured Cards at Junior High School 2 Seberida.



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CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

This research was done to find out the effect of using Story Feature Card on students' reading comprehension at State Junior High School 2 Seberida. So, the researcher can conclude this research as follows:

1. The students' reading comprehension taught without using Story Feature Card at State Junior High School 2 Seberida was categorized into **"Enough"** level at score 57.3.
2. The students' reading comprehension taught by using Story Feature Card at State Junior High School 2 Seberida was categorized into **"Good"** level at score 68.97.
3. There is a significant effect of using Story Feature Card on students' reading comprehension of narrative text at State Junior High School 2 Seberida at large level.

Based on the result of the research, it was clear that the use of Story Feature Card has important role in improving students' reading comprehension.

B. Suggestion

Considering the effect of using Story Feature Card on students' reading comprehension, the researcher would like to give some suggestion especially to the teacher and students as follows:

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1. Suggestion for Teachers

- a. It is recommended to teacher to use Story Feature Cardin teaching and learning process, especially in reading subject of narrative text.
- b. The teacher should be creative to improve the students' reading comprehension of narrative text by using another Story Feature Card or media.

2. Suggestion for Students

- a. The students should pay more attention to the lesson explained by the teacher.
- b. The students should be creative to select the kinds of reading materials in order to comprehend more texts and in order to diminish boredom in learning English especially in reading narrative text.

3. Suggestion for Next Researcher

- a. Next researcher should give contribution in conducting the research especially about reading subject of narrative text and another kind of texts by using Story Feature Card or another media.
- b. This research is one of the ways in improving students' reading comprehension. It is expected that the findings will be used as starting points to conduct another research. There are many other media can be used to make teaching and learning process more effective and interesting.



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CURRICULUM VITAE



Yeni Ekawati was born on may 05th 1995 in Belilas. she is the fourth of five childrens of beloved couple H.Saikamto and Hj.Ratna Wati. she comes from Belilas, she lives at Pekanbaru. she has finished his study at State Elementary School 17 Titian Resak in 2007. After that in 2007, she continued his study at Junior High School 1 Seberida and finished in 2010. Then, in 2010, she continued his study at Senior High School 1 Belilas and finished it in 2013. Next, in 2013, she continued his study at State Islamic University of Sultan Syarif Kasim Riau and finished it in 2020, precisely on August 10th 2020.

In finishing his study at the University to fulfill the requirements for Undergraduate Degree in English Education, He conducted a research from July 2020 by the thesis entitled "*The Effect of Using Story Feature Card on Students' Reading Comprehension of Narrative Text at Junior High School 2 Seberida.*"

Then, his thesis was finally accepted and approved by the final examination committee for the award of Undergraduate Degree of Education on September 06th 2018 after he successfully passed in the final examination. He finish his study with IPK 3.16 and appropriate to get Undergraduate Degree (S.Pd.)

UIN SUSKA RIAU